DOCUMENT RESUME

ED 351 928 HE 025 986

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TITLE Action Research in Higher Education: Examples and Reflections.
REPORT NO ISBN-0-7494-0741-7
PUB DATE 92
NOTE 129p.
AVAILABLE FROM Kogan Page Limited, 120 Pentonville Road, London N1 9JN England, United Kingdom ($29.95).
PUB TYPE Books (010) -- Information Analyses (070)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Action Research; College Faculty; College Instruction; *Curriculum Development; Educational Improvement; Evaluation Methods; *Higher Education; *Instructional Improvement; *Learning Strategies; Program Improvement; Self Evaluation (Groups); *Student Development; Teacher Effectiveness; Theory Practice Relationship

ABSTRACT

This book presents a series of case studies in higher education which demonstrate how teams of academics have improved their practice, skill and conditions of learning and teaching through "action research." Action research is defined as collaborative critical enquiry by academics themselves into their own teaching practice, into problems of student learning and into curriculum problems. The book is structured in three main parts: action research in higher education, examples of action research, and reflections on action research, respectively. Chapter 1 describes the characteristics of action research and of some of the theoretical assumption underlying the processes and procedures. Chapter 2 argues that student learning skills need to be developed systematically by the teachers in higher education and integrated into students' academic programmes as a normal, ongoing learning activity. Chapter 3 argues for the systematic development and integration of student research skills in postgraduate programs. Chapter 4 introduces a research methodology in higher education. Chapter 5 uses the repertory grid technology developed in the previous chapter to elicit personal constructs of professional development from those academics who participated in action research projects described in earlier chapters. Chapter 6 offers personal reflections of the author, a consultant in higher education. (Author/JB)

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